

Pupil premium strategy statement – Hollingwood Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Number of pupils in school | 314 |
| Proportion (%) of pupil premium eligible pupils | 20% (62 children) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 3-year plan |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | October 2026 |
| Statement authorised by | Chris Stewart |
| Pupil premium lead | Ben Lodge |
| Governor / Trustee lead | Malcolm Hinitt |

Funding overview

| Detail | Amount |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £107,565 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £107,565 |

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy is driven by an unwavering commitment to provide every child with the opportunities, experiences and high-quality education they need to flourish across all areas of the curriculum. At Hollingwood Primary School, we hold the firm belief that every child, regardless of social or financial background, early adverse experiences or current challenges can achieve excellence and realise their full potential.

We recognise that disadvantage should never define a child's future. Therefore, our strategy focuses on dismantling barriers and addressing inequalities that may hinder progress. Where gaps exist between pupils eligible for Pupil Premium and their peers, we act swiftly and decisively to close them. Our approach ensures that academic, social and emotional needs are met in a way that empowers pupils to aspire and succeed. Central to our ethos is a culture of high expectations. We believe that pupils in receipt of Pupil Premium funding deserve the same ambition, challenge and support as any other child. Our intention is to shine a spotlight on the systemic disadvantages these pupils may face and to counteract them through a rigorous, inclusive and aspirational curriculum.

While the pandemic has had a profound impact nationally on disadvantaged pupils, Hollingwood Primary has worked tirelessly to mitigate this effect. Our pupils continue to achieve well and leave us prepared for the next stage of their education. However, we remain acutely aware of persistent challenges, including lower early language development, reduced attendance, less well-developed writing skills and occasional difficulties with emotional regulation. These challenges, coupled with limited access to enriching life experiences outside school, demand a strategic and sustained response.

Our highest priority is to ensure that all pupils receive consistently high-quality teaching that meets their academic needs, particularly in writing, where gaps remain significant. At Hollingwood, we thrive to ensure that children are supported in their social and emotional development as this is a catalyst for future development. We know that strong writing skills are fundamental to success across the curriculum and beyond. We are committed to raising attainment in this area through targeted teaching, robust feedback and evidence-based interventions.

We also recognise the transformative power of early intervention. Investment in the Early Years remains a cornerstone of our strategy, with a clear focus on early literacy, language development and speech and language support. Initiatives such as Talk Boost will continue to play a vital role in laying the foundations for future success.

Ultimately, our vision is to nurture confident, resilient learners who are equipped with the knowledge, skills and character to make a positive contribution to society. At Hollingwood Primary School, we strive to ensure that every child, regardless of background, has the opportunity to succeed academically, socially and personally. Ultimately, with the shared end goal for all children to leave our school as a well-rounded individual ready for the challenges of the wider world.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
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| 1 -Attendance | <p>Attendance data indicates that for a small group of pupils, patterns of absence are influenced by the complex needs within their family home, particularly where children or family members have significant SEND requirements. These circumstances can make daily routines, transitions and school attendance more challenging. We acknowledge that families often require personalised, flexible and compassionate support. As a school, we recognise that these families are working incredibly hard to navigate demanding situations and that positive relationships, tailored guidance and strengthened communication are essential in helping pupils access learning consistently.</p> <p>During the 2024–25 academic year, our overall attendance remained broadly in line with national expectations; however, persistent absence continues to affect some pupils whose families experience complex SEND-related pressures at home. While headline figures appear stable, the day-to-day realities for these families can involve health needs, care responsibilities or emotional regulation challenges that impact school readiness and attendance. These factors can reduce continuity of learning and slow academic progress, despite families’ best efforts and their strong desire for their children to succeed.</p> <p>Research consistently shows that reduced attendance is linked to lower attainment across all phases of education (Balfanz & Byrnes, 2012; London et al., 2016), and even small improvements can lead to meaningful gains in learning outcomes. This reinforces the importance of early identification, sustained encouragement and a relational, family-centred approach to attendance support. Our focus is therefore on working <i>with</i> families—valuing their expertise, understanding their pressures and celebrating progress—to ensure every child is able to thrive.</p> |

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| <p>2 – Attainment in writing</p> | <p>Our data shows encouraging progress in writing, with gaps between pupil groups continuing to narrow. Building on this success remains a central priority throughout our three-year plan, as we strive to ensure every child achieves their full potential.</p> <p>Writing is a complex skill that benefits from strong vocabulary, oral language foundations and opportunities for extended practice. We are committed to providing these through high-quality teaching and targeted support. Research from the Education Endowment Foundation highlights that oral language interventions can lead to an average of +6 months' progress, and structured writing approaches are proven to accelerate literacy development (EEF, 2024). Alongside these approaches, developing transcriptional fluency including accurate letter formation, handwriting automaticity and secure writing posture is essential for enabling pupils to focus on the content and organisation of their writing. EEF guidance emphasises that when handwriting and spelling are not yet fluent, pupils must devote significant cognitive effort to transcription, reducing their capacity to engage in higher-level composition and limiting writing stamina. Therefore, strengthening fine motor skills, hand eye coordination and foundational writing routines is a key component of raising attainment for disadvantaged pupils.</p> <p>The Sutton Trust also emphasises the importance of equitable access to language-rich experiences. By prioritising explicit vocabulary instruction, effective feedback and engaging writing opportunities, we aim to empower all pupils to become confident, capable writers. High-quality teaching of writing, explicit vocabulary instruction and targeted feedback must remain a priority to accelerate progress for disadvantaged pupils.</p> |
| <p>3 – Sense of belonging</p> | <p>At Hollingwood Primary School, we believe that a strong sense of belonging underpins pupils' engagement, wellbeing and academic success. While positive relationships are well established across the school, we recognise that some children and their families face barriers that can make it harder to feel fully connected to school life. These may include limited confidence in approaching school, previous negative experiences of education or practical pressures such as work commitments and competing responsibilities at home. We also know that some families may feel unseen or under-represented, and it is a priority for us to recognise, champion and celebrate every family as a valued partner in their child's learning. Tailored communication, proactive outreach and relational support are essential in helping families feel connected, valued and empowered. We recognise that some families benefit from dedicated staff who build strong relationships, remove barriers and advocate for their needs.</p> <p>Research highlights that pupils who feel a strong sense of belonging demonstrate improved attendance, engagement and attainment (Allen et al., 2021). The Education Endowment Foundation (EEF) identifies parental engagement as a high-impact strategy, with effective approaches linked to approximately +4 months' additional progress (EEF, 2024).</p> <p>By creating inclusive, accessible and meaningful opportunities for families to engage with the school by ensuring every family feels welcomed, listened to, championed and involved. We aim to strengthen trust, deepen</p> |

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| | relationships and ensure all pupils feel supported, valued and motivated to succeed. |
| 4 – Metacognition and self-regulation | <p>Developing effective metacognitive and self-regulation skills continues to be a challenge for some pupils across the school, particularly in areas such as planning how to begin a task, choosing effective learning strategies and monitoring the accuracy of their work. These pupils often rely heavily on adult prompting, find it difficult to sustain attention during longer tasks and can become easily frustrated when faced with challenge. Some families also require additional support in understanding how to promote independence, resilience and problem-solving at home, which can limit the opportunities children have to practise self-management outside of school.</p> <p>Research shows that pupils with strong metacognitive skills make significantly greater progress, with the Education Endowment Foundation identifying metacognition and self-regulation as a high-impact strategy linked to an average of +8 months’ additional progress (EEF, 2025). These approaches are most effective when pupils are explicitly taught how to plan, monitor and evaluate their learning, and when families understand how to reinforce these habits in daily routines.</p> <p>By strengthening pupils’ independent learning behaviours, providing clear modelling of thinking strategies and supporting families with guidance on nurturing independence, we aim to reduce reliance on adults, increase learning stamina and ensure pupils develop the confidence and self-discipline needed to succeed across the curriculum.</p> |
| 5 – GLD outcomes in EYFS | <p>Attainment gaps are most pronounced in the Early Years, particularly in relation to early language, communication and literacy development, which directly impacts outcomes at the end of Reception. On entry to Nursery and Reception, a number of children demonstrate delayed speech and language development, limited vocabulary and reduced listening and attention skills. These early barriers affect children’s ability to access learning across all areas of the EYFS curriculum and contribute to lower proportions achieving a Good Level of Development (GLD).</p> <p>Where children do not secure strong foundations in communication and language during the Early Years, gaps are more likely to persist into Key Stage 1 and beyond, particularly in early reading and writing. Internal assessment information indicates that differences in GLD outcomes remain evident between groups of pupils, highlighting the need for sustained and targeted early intervention.</p> <p>Research from the Education Endowment Foundation (EEF) identifies early language and communication as a critical driver of later academic success, with high-quality early years provision and targeted oral language interventions having a significant positive impact on outcomes. Addressing these barriers early is therefore essential in improving GLD outcomes, reducing later attainment gaps and ensuring children are well prepared for the demands of Key Stage 1.</p> |

Intended outcomes

| Intended outcome | Success criteria |
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| <p>To improve writing attainment at the end of EYFS, KS1 and KS2 through a renewed focus on high-quality teaching, targeted support and evidence-based practice.</p> | <p>By the end of the three-year strategy, writing outcomes across EYFS, KS1 and KS2 will show sustained and measurable improvement for pupils who face barriers to literacy development. Gaps in writing attainment will narrow year-on-year, with assessment information demonstrating that an increasing proportion of these pupils are working in line with age-related expectations.</p> <p>This improvement will be driven by consistently high-quality teaching, clear progression in writing, robust assessment practices and targeted support that directly addresses identified barriers such as vocabulary development, oral language and writing stamina.</p> |
| <p>To improve attendance across the school, with a particular focus on pupils experiencing persistent absence or attendance-related barriers.</p> | <p>The proportion of pupils identified as persistently absent will reduce year-on-year, and overall attendance will rise to at least the national average of 95%. Attendance gaps between pupils facing attendance barriers and their peers will narrow as a result of early identification, personalised support and strengthened family engagement.</p> <p>Improved attendance will be reflected in increased consistency of learning, improved engagement in lessons and stronger progress over time.</p> |
| <p>To develop pupils' metacognitive and self-regulation skills so they are able to plan, monitor and evaluate their learning with increasing independence.</p> | <p>Success will be evident through improved learning behaviours, increased independence and stronger resilience among pupils identified as needing additional support in this area. Ongoing monitoring through learning walks, behaviour tracking and SEMH observations will show pupils applying taught metacognitive strategies more consistently, including planning their approach, sustaining focus and reflecting on their work with reduced adult prompting.</p> <p>Pupil voice activities will demonstrate increased metacognitive awareness, with pupils able to articulate what supports their learning and how they manage challenge. Behaviour data and classroom observations</p> |

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| | <p>will show improved emotional regulation and reduced disruption, aligning with wider SEMH support already in place.</p> <p>Work scrutiny and teacher assessments will reflect improved task completion, increased quality over time and measurable academic progress in areas previously limited by poor self-regulation.</p> |
| <p>To strengthen engagement with families who experience barriers to involvement in school life, ensuring they feel informed, valued and supported to engage with their child's learning and wellbeing.</p> | <p>Pupil voice, family feedback and ongoing observations led by the Child and Family Support Worker (CFSW) will demonstrate improved feelings of connection and trust between families and the school. Increased participation in workshops, events and communication opportunities will indicate stronger engagement, supported by targeted outreach and personalised support where required.</p> <p>There will also be an increase in pupils' participation in enrichment activities, trips and wider school opportunities, reflecting growing family confidence in accessing and engaging with school provision.</p> |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Implement WalkThru strategy model across all phases, supported | <p>EEF – Professional Development & Teaching Quality</p> <p>Sustained, high-quality CPD improves teacher expertise and pupil outcomes. WalkThru provides structured, evidence-</p> | 2,4 |

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| by CPD and coaching for teachers | based instructional strategies that enhance classroom practice and consistency. | |
| Embed live marking across all phases to provide immediate, actionable feedback that supports pupils in improving their work during the learning process. | EEF (+6 months) – Feedback Live marking strengthens pupils' ability to act on feedback in the moment, improving accuracy, confidence and self-regulation while supporting high-quality formative assessment. | 2,4 |
| Whole-school CPD on behaviour management and consistent implementation of emotion coaching scripts to support regulation | EEF (+3 months) – Behaviour Interventions Behaviour interventions improve attainment by reducing disruption and creating a positive learning environment. | 3,4 |
| Further embed Read Write Inc Phonics across EYFS and KS1, with additional CPD and increased phonics time in KS1 timetable | EEF (+5 months) – Phonics: Systematic phonics teaching has a strong positive impact on early reading, particularly for disadvantaged pupils. | 2,4,5 |
| Embed Fresh Start Phonics for KS2 pupils who need catch-up support | EEF (+3 months) – Fresh Start: Structured phonics interventions for older pupils accelerate reading progress and close gaps. | |
| Provide CPD for teachers on designing effective scaffolds and modelling metacognitive strategies | EEF (+7 months) – Metacognition and Self-Regulation: Explicit teaching of metacognitive strategies significantly improves independence and attainment. | 2,4 |
| Targeted CPD on writing instruction, including vocabulary development and extended writing opportunities | EEF (+6 months) – Oral Language Interventions & Writing Approaches: Structured approaches to writing and vocabulary development accelerate progress in literacy. | 2 |
| Embed daily 'Ready to Write' routines with explicit teaching of writing posture, pencil grip and transcriptional fluency to support early writers. | EEF – Improving literacy EEF guidance also emphasises the importance of developing the physical foundations of writing, noting that fine-motor strength, hand eye coordination and core stability are essential precursors to fluent writing. | 2,5 |
| Regular coaching and mentoring for staff to embed best practice in feedback, phonics, and metacognition | EEF – Professional Development: Sustained CPD and coaching improve teacher expertise and pupil outcomes. | 2,4 |

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £37,202

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Children eligible for Pupil Premium funding will be prioritised for feedback across the curriculum (including feedback on self-regulation and metacognition) | EEF+6 Feedback There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. | 2 |
| Pre and post teaching sessions for targeted children | EEF+6 Feedback Pupils respond well to specific and individual feedback. EEF+7 Metacognition and self-regulation Pupils able to articulate learning needs pre and post session. EEF+4 small group work which enables the teacher to give increased support to vulnerable pupils. 2, 4, 5 | 2,4,5 |
| Reading Comprehension Strategy Focus for targeted KS2 pupils through HQFT | EEF (+6 months) – Reading Comprehension Strategies: Explicit teaching of strategies such as prediction, summarising, and questioning improves understanding and attainment. | 2,4 |
| Targeted transcriptional fluency intervention (Handwriting and Fine-Motor Development) | EEF (+6 months) – Feedback Transcriptional fluency interventions grounded in immediate, purposeful feedback help pupils refine handwriting, letter formation and pencil grip with greater precision. By supporting pupils to act on feedback | 2,5 |

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| | in the moment, this approach strengthens accuracy, fluency and writing stamina enabling children to redirect cognitive effort from transcription to composition, in line with EEF principles of effective feedback. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Family Support Worker / ELSA:

Budgeted cost: £30,363

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Deliver regular family engagement workshops led by the Child and Family Support Worker (CFSW), focusing on practical strategies for supporting learning at home and building positive relationships with school | <p>EEF (+4 months) – Parental Engagement:</p> <p>The EEF identifies parental engagement as a high-impact strategy for improving attainment, particularly in early literacy and homework support. Effective approaches include structured workshops, personalised communication, and resources that empower parents to support learning. These strategies also strengthen sense of belonging and trust between families and school.</p> | 3 |
| Friday Family Fun initiative to strengthen home school relationships through shared physical activity and to engage families in healthy, enjoyable experiences together. | <p>EEF (+4 months) – Parental Engagement:</p> <p>Friday Family Fun events provide accessible, inclusive opportunities for families to engage with school life in enjoyable, low-pressure ways; EEF guidance shows parental engagement yields around +4 months' additional progress, particularly when families are actively involved in shared learning experiences.</p> <p>By giving families a positive, community centred entry point into school, these events strengthen relationships, enhance belonging and increase participation in school activities.</p> | 3 |

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| <p>Children identified to take part in the ELSA Programme with the Family Support Worker (Emotional Literacy Support Assistant)</p> | <p>EEF+4 Social and emotional learning Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> | <p>1,2,3</p> |
| <p>Bespoke behaviour interventions (The Hollingwood Way Project) for targeted children to support their emotional and social well-being and provide support for these children.</p> | <p>EEF+4 Behaviour interventions According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> | <p>2</p> |
| <p>'Soft starts' before lessons to provide emotional regulation before learning</p> | <p>EEF+4 Behaviour interventions Soft starts provide a calm, structured beginning to the school day helping pupils regulate emotions and transition smoothly into learning; the EEF identifies behaviour interventions as having a positive impact of around +4 months, particularly when routines reduce low-level disruption and support emotional readiness. This approach promotes stronger engagement and establishes a positive climate for learning, supporting pupils who benefit from predictable, relationship-centred openings to the school day.</p> | <p>1,3,4</p> |
| <p>Breakfast Buddies ran by the Child Family Support Worker to support transitions from home to school.</p> | <p>EEF (+4 months) – Parental Engagement: Breakfast Buddies provides a calm, supportive start to the day that helps children who struggle with morning routines transition smoothly into school, while also strengthening family school communication; the EEF identifies parental engagement approaches as having a positive average impact of +4 months' progress, particularly when schools build consistent, supportive relationships with families. By reducing barriers to attendance and</p> | <p>1,3</p> |

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| | creating a predictable, nurturing routine; this approach supports improved punctuality, readiness to learn and increased family confidence in engaging with school life. | |
| The school subsidises part or all of residential, trips and visits for PP where necessary. | “One third of school leaders said that they had used the Pupil Premium to subsidise or fully fund educational trips and/or residential visits for specific pupils.” OFSTED ‘The Pupil Premium: How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils’ (published in 2012) | 2,3 |
| Provision of 1 free extra curricular club per term | National College: ‘Research has shown that these interventions can have a significant impact on the wellbeing and social mobility of disadvantaged pupils. For example, extra-curricular activities have been shown to improve the confidence and self-esteem of disadvantaged pupils, whilst mentoring and coaching have been shown to improve their social and emotional skills.’ | 1,2,3 |
| Free set of school uniform | | 3 |

Total budgeted cost: £40,000 - £37,202 - £30,363 = 107,565

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils identified as facing barriers to learning at Hollingwood Primary School continue to make encouraging progress across a range of academic and wider outcomes. Assessment information highlights clear strengths emerging in phonics, lower Key Stage 2 attainment and engagement with the wider curriculum. Phonics outcomes demonstrate particularly positive impact, with 80% of pupils meeting the Year 1 phonics threshold and 78% achieving the standard by the end of Year 2, reflecting accelerated progress over time and a narrowing of gaps with peers.

End of Key Stage 2 outcomes also show improving trends, with 50% of pupils achieving the expected standard in reading and writing and 57% in mathematics. These outcomes indicate strengthened consistency in quality-first teaching and the positive impact of targeted academic support. Internal assessment information mirrors this picture, with cohorts in Years 3 and 4 demonstrating improved attainment in reading, writing and mathematics compared to the previous academic year. Where SEND is removed from cohort analysis, gaps typically reduce to 10–15%, indicating that targeted teaching strategies, improved intervention systems and strengthened classroom practice are having a positive effect on learning trajectories.

Wider provision continues to have a strong impact on pupils' readiness to learn, wellbeing and engagement in school life. Attendance for pupils facing attendance-related barriers sits at 91.8% and, while this remains below that of their peers (93.9%), targeted work led by Attendance Champions and the Child and Family Support Worker is improving engagement for key families. Behaviour and wellbeing indicators show continued improvement, with behaviour logs evidencing fewer repeated incidents and more consistent use of supportive approaches such as Zones of Regulation, ELSA and the Hollingwood Way project.

Access to enrichment remains a strength, with full or partial funding enabling high participation in trips, clubs and residential visits. Pupil voice reflects increased confidence, enjoyment and a stronger sense of belonging as a result of this inclusive approach. Family engagement has also strengthened through structured workshops, early help support and personalised outreach, supporting improved relationships and increasing families' confidence in engaging with school life.

Overall, the school is making positive progress towards its long-term pupil premium outcomes. There is clear evidence that strengthened teaching practice, improved SEMH provision and targeted academic interventions are contributing to improved progress, particularly in phonics, early reading and lower Key Stage 2 writing.

Continued focus on early language development, writing and attendance will be key to sustaining and building upon this positive trajectory.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
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